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ABSTRACT

The Plain Dealer High School Newspaper Workshop was a pilot program created to introduce minority high school students (although not limited to minority students) to career opportunities in the newspaper business. Forty-four students from the Cleveland Public Schools' John F. Kennedy and West Technical High School participated in the 9-week program. The workshop classes at the Plain Dealer Headquarters provided students an opportunity to learn about the business side of the newspaper industry while allowing them to create and produce their own newspaper. Staff members from the Plain Dealer volunteered their services as workshop instructors and acted as facilitators for students to learn by "doing"--having hands-on experiences, interacting in large/small groups, providing peer assistance, and becoming involved in cooperative learning. Evaluation results indicated 100 percent of the students understood the presenters; 97 percent thought the handout materials were helpful, believed the workshop was a good learning experience, and would recommend that the program be continued; 94 percent learned something about cost accounting, editorial, production, and circulation; 84 percent enjoyed producing the newspaper; and 66 percent might seriously consider working in the newspaper industry. Recommendations were made to have two programs of different lengths and to make the program part of a credit course. (Appendixes include a description of the Plain Dealer Production and Distribution Center, evaluation results, and participant lists.) (YLB)

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EXECUTIVE SUMMARY

THE PLAIN DEALER HIGH SCHOOL NEWSPAPER WORKSHOP PROGRAM

JOHN F. KENNEDY AND WEST TECHNICAL HIGH SCHOOLS

1994-1995

Purpose

The purpose of this report is to present the results of the Plain Dealer High School Newspaper Workshop program for the Cleveland Public Schools' John F. Kennedy and West Technical High School student participants.

Description

The Plain Dealer High School Newspaper Workshop was a pilot program created to : 1) introduce minority high school students (although not limited exclusively to minority students) to career opportunities in the newspaper business, 2) provide students with the basic training and understanding of all aspects of the business side of the newspaper including but not limited to the creation of advertisements, circulation, promotion and sales and 3) assist students in the creation of a newspaper.

Staff members from the Plain Dealer volunteered their services as workshop instructors. They acted as facilitators for students to learn by "doing" -- having hands-on experiences, interacting in large/small groups, providing peer assistance, and becoming involved in cooperative learning.

Results

Final evaluation results were positive. When combining the percentages of the students who either "Strongly Agreed" or "Agreed" with the evaluation statements, the following results were indicated:

- One hundred percent (100%) of the students indicated that they understood the presenters.
- Ninety-seven percent (97%) of the students indicated that they thought the handout materials were helpful, enjoyed the tour of the PD Production and Distribution Center, believed that the presenters listened and responded to their questions and concerns, believed the PD Workshop was a good learning experience and would recommend that this project be continued so that other students could have an opportunity to learn about the newspaper business.
- Ninety-four percent (94%) of the students indicated that they learned something about Cost Accounting, Editorial, Production and Circulation.

- Ninety-one percent (91%) of the students indicated that they learned something about Human Resources and Marketing, learned additional information during group discussions and believed that the training facilities provided a suitable learning environment.
- Eighty-eight percent (88%) of the students indicated that they learned something about Information Systems and believed that the workshop schedule provided enough time to learn about the topics presented.
- Eighty-seven percent (87%) of the students indicated that they learned something about Advertising.
- Eighty-four percent (84%) of the students indicated that they enjoyed producing The Siren newspaper.
- Eighty-one percent (81%) of the students indicated that they would read the PD on a regular basis.
- Sixty-six percent (66%) of the students indicated that they might seriously consider working in the newspaper business.

Conclusion

The Plain Dealer High School Newspaper Workshop program has provided for the second year a wonderful opportunity for students to learn about the business aspects of the newspaper industry. This program helped to empower students by offering them a chance to use the skills they learned to create a product, as well as develop working relationships among persons in the private/public sectors and with students from different schools. This program further validates how much more effective we are when we join forces and work together as a team towards a common goal.

Recommendations

1. Carefully review and consider suggestions made by the students and staff in their final evaluation comments.

2. Consider having two programs. Program I would be for students interested in participating in the program for a maximum of 9 sessions. Program II would be for students interested in a more comprehensive program. The comprehensive program would begin in the 9th grade and conclude in the 12th grade. The comprehensive program would be in-depth and include a minimum of 9 sessions during each of the 9th, 10th, 11th and 12th grades. Program II would progress through four levels, such as: awareness, knowledge, skill and mastery.

3. Consider the possibility of making the program part of a course for credit. This would require rewriting the present Comprehensive Language Arts Course of Study. The Task Force Workshop leaders of the PD working in conjunction with representatives from the General Education Division and representatives from the corresponding school staff, could work together to modify the curriculum.

4. Consider the possibility of having students who have graduated from the program work as assistants to help facilitate the learning process for students in future programs. These students could work as volunteers and/or receive a small stipend as assistants to the PD facilitators.

THE PLAIN DEALER HIGH SCHOOL NEWSPAPER

I. Introduction

For more than a century, The Plain Dealer (PD) Newspaper has kept its constituents abreast of local, national and international news. It is an institution that cares about the community and the people it serves. Just one example of this caring was manifested in the creation of the Plain Dealer High School Newspaper Workshop program.

On September 12, 1994, there was a joint meeting between selected PD staff members and selected Cleveland Public Schools' (CPS) staff members to discuss the second year of implementation for the Plain Dealer Workshop. This workshop was a pilot program created to: 1) introduce minority high school students (although not limited exclusively to minority students) to career opportunities in the newspaper business, 2) provide students with the basic training and understanding of all aspects of the business side of the newspaper including but not limited to the creation of advertisements, circulation, promotion and sales and 3) assist students in the creation of a newspaper.

The purpose of this report is to present the results of the Plain Dealer High School Newspaper Workshop program for the CPS' John F. Kennedy (JFK) and West Technical (WT) High School student participants.

II. Background

The High School Newspaper Workshop program is an outgrowth of a proposal/progress report made to the Diversity Committee of the Newspaper Association of America's (NAA) Executive Board in February, 1993. The Plain Dealer is one of more than 30 newspapers in the United States which expressed an interest in implementing such a program. The Plain Dealer High School Newspaper Workshop program is designed from portions of the basic formats established in two NAA Pilot Programs: the Burlington County (New Jersey) Times and the Tallahassee (Florida) Democrat. At the behest of Plain Dealer President Mr. Alex Machaskee, Mr. Thomas Greer, Vice-President and Senior Editor, initiated such a program in Cleveland.

A Task Force was formulated in the summer of 1993, consisting of representatives from the Plain Dealer, District administrative offices and John F. Kennedy High School. This Task Force developed the foundation and format structure for the program and:

- determined the criteria for student selection,
- discussed what assessment tools would be needed to monitor and measure student outcomes and project implementation,
- planned overall parameters and logistics such as the number of students to be involved, class size, number and length, refreshments and incentives.

III. Methodology

The following structure for implementation was agreed upon:

- Student Eligibility: Academic achievement, interest, high potential, cooperativeness, willingness to learn, responsibility for learning, participation in extracurricular activities, teachers' recommendations, and parental consent.

- Newspaper Workshop Sessions: The Plain Dealer Publishing Company
  1801 East 18th and Superior Avenue
  Cleveland, Ohio 44114

- Project Kick-off: The Plain Dealer Production and Distribution Center
  Brooklyn, Ohio

- Class Day: Saturdays

- Class Time: 9:00 A.M. to 1:00 P.M.; continental breakfast served at 8:30 A.M.

- Duration of Project: Nine weeks

- The Plain Dealer Newspaper: Delivered to each school daily throughout the duration of the workshop sessions.

- General Class Format:
  - Overview of topics to be presented
  - Introduction of new material(s)
  - Review of previous week's workshop session
  - Presentation of new material(s) (Question/Answer and Hands-on exercises).

- Transportation:
  - The Plain Dealer provided transportation for students to the Plain Dealer Production and Distribution Center.
  - Transportation to the Plain Dealer Headquarters was provided by the Public Transportation System (Bus tickets were provided by the PD), car pooling, and/or parents.

IV. Student Population

Of the 44 students participating in the program, the racial composition was as follows (Refer to Table 1 below):

Table 1

Student Population By Race

Race	*N	*%
African Americans	23	52
White	05	11
Asian	10	23
Hispanic	06	14
TOTAL	**44**	**100**

Codes:

*N = The number of students by race.
*% = The percentage of students by race.

Table 1 indicates that of the 44 participants, more than half of the students (52%) were African Americans, twenty-three percent (23%) were Asian, fourteen percent (14%) were Hispanic and eleven percent (11%) were White.

Student Attendance

Student attendance ranged from 96% during week one to 64% during weeks four and eight, a difference of 32 percentage points. Six students withdrew from the program after week one, making the total enrollment 44. Students withdrew from the program due to family problems and/or employment opportunities. Some students were not able to attend every Saturday session due to previous commitments such as college entrance examinations, out-of-town college campus visitations and/or family emergencies. Refer to Table 2 below for a weekly attendance breakdown:

Table 2

Student Attendance

Session	Date	*N	*%
I.	10/15/94	48	96
II.	10/22/94	35	80
III.	10/29/94	34	77
IV.	11/05/94	28	64
V.	11/12/94	31	70
VI.	11/19/94	35	80
VII.	12/03/94	34	77
VIII.	12/10/94	28	64
XI.	12/17/94	41	93

Codes:

*N = The number of students in attendance.
*% = The percentage of students in attendance.

V. Description

The workshop classes provided students an opportunity to learn about the business side of the newspaper industry while allowing them to create and produce their own newspaper. The workshop instructors acted as facilitators enabling the students to learn by "doing" -- having hands-on experiences, interacting in large/small groups, providing peer assistance, and becoming involved in cooperative learning.

Session I: Orientation Day: Saturday, October 15, 1994

The Orientation Day began with a welcoming address by Mr. Thomas Greer. A buffet breakfast was served, and introductions of all participants (PD Workshop Task Force, Cleveland Board of Education (CBOE) Workshop leaders, JFK and WT High School Workshop leaders, students and parents) were made by Mr. Jerry Hoegner, Director of the Promotion Department. The guest speaker was Mr. David Hall, Editor of the PD, who spoke about news concepts and how the news is presented. He highlighted and delineated six concepts that students should keep in mind that could prove helpful when writing for a newspaper: 1-2) truth/fairness - sometimes these can be in conflict and the reporter must seek balance between the two, 3-4) friends/community - friends are good sources of information for news stories about the local Community, even though news stories at the international level still have to be covered, 5-6) country/world - in this country we have a rare freedom to express our thoughts, unlike many other countries around the world. The

newspaper industry is the only institution outside the government in the US Constitution that has a charter that guarantees it a scope of rights that also carries with it a great obligation. He urged students to "think about the good that you can do in making an effort to shine a small light in dark places -- a better place for people to live and prosper. You can make a difference!" The day concluded with a tour of the Plain Dealer Production and Distribution Center which was lead by Mr. Tony Adeshina, Quality Assurance Manager. Refer to Attachments A-A5.

The workshop classes began in October 1994. At each workshop students received relevant handout materials pertaining to the topic(s) being presented and participated in large/small group discussions and hands-on activities.

Session II: Saturday, October 22, 1994

During the second week session of the PD Workshop, students were given background information on several of the major areas of the newspaper industry that they would be learning about throughout the duration of the remaining sessions: Editorial, Advertising, Circulation, Human Resources, Production, Finance, Information Systems, Newspapers in Education and Marketing. Students were given an overview on each of these areas and had a chance to learn a little about each of the facilitator's personal backgrounds and how each of them got into the newspaper business.

At the conclusion of each class session, students completed an evaluation form. Refer to Attachment B. When combining the percentages of students who either "Strongly Agreed" or "Agreed" with the evaluation statements, the following results were obtained:

- One hundred percent (100%) of the students indicated that they learned something new and that the overall workshop was a good learning experience.
- Ninety-four percent (94%) of the students indicated that they understood the presenters, the training facility was suitable for learning and that the skills taught could help them in the future.
- Ninety-seven (97%) of the students indicated that the handout materials they received were helpful and that the workshop schedule provided enough time for students to learn about the topics presented.
- Ninety-six (96%) of the students indicated that they enjoyed the group discussion.

Session III: Saturday, October 29, 1994

During the third week session of the PD Workshop, students learned about the various aspects of the area of advertising. Students were given background information about the three divisions of the Advertising Department, Classified, Retail and General. Students were taught the necessary content needed for a good ad and examined as well as produced the five basic kinds of ads; announcing, money saving, introducing, reminding and classifying. Students also witnessed a demonstration of how to create and produce an ad through the use of technology--the MacIntosh Lap Top computer. Students reviewed their story ideas and were given their respective news story assignments.

When combining the percentages of students who either "Strongly Agreed" or "Agreed" with the evaluation statements (Refer to Attachment C), the following results were obtained:

- One hundred percent (100%) of the students indicated that they understood the presenter, thought that the hand-out materials were helpful, enjoyed the group discussion, and believed that the overall workshop was a good learning experience.

- Ninety-seven percent (97%) of the students indicated that they learned something new, believed that enough time was provided to learn about the topic discussed and believed that they would be able to use the skills that they learned.

Session IV: Saturday, November 5, 1994

During the fourth week session of the PD Workshop, students were divided into five teams to work on creating their ads for their respective newspapers. In the afternoon session students worked on their news articles. Students responded to three survey questions regarding school lunch, school clothes and school cleanliness.

When combining the percentages of students who either "Strongly Agreed" or "Agreed" with the evaluation statements (Refer to Attachment D), the following results were obtained:

- One hundred percent (100%) of the students indicated that the handout materials were helpful, they enjoyed the group discussion, they believed they would be able to use the skills they learned and that the overall workshop was a good learning experience.

- Ninety-seven percent (97%) of the students indicated that they learned something new.

- Ninety-three percent (93%) of the students indicated that they understood the presenters, believed that the workshop schedule provided enough time to learn about the topics presented and believed that the training facility was a suitable learning environment.

Session V: Saturday, November 12, 1994

During the fifth week session of the PD Workshop, students worked in the following capacities: on their respective newspapers and news stories, in the PD library doing research, as editors reviewing stories, discussed what stories needed photographs and performed interviews. Students also received a tour of the PD newsroom.

When combining the percentages of students who either "Strongly Agreed" or "Agreed" with the evaluation statements (Refer to Attachment E), the following results were obtained:

- One hundred percent (100%) of the students indicated the workshop was a good learning experience.
- Ninety-seven percent (97%) of the students indicated the workshop schedule provided enough time to learn about the topics presented and believed that the training facility was a suitable learning environment.
- Ninety-four percent (94%) of the students indicated that they believe they will be able to use the skills they learned.
- Ninety-three percent (93%) of the students indicated they learned something new.
- Eighty-seven percent (87%) of the students indicated the handout materials were helpful.

Session VI: Saturday, November 19, 1994

During the sixth week session of the PD Workshop, students worked in their respective group assignments (Editorial, Writers, Business, Library, Metro Desk, Features, Sports Desk, Photo/Graphic Desks and/or Copy Desk). Students also had the opportunity to work with actual PD reporters from these various departments. The PD staff members assisted the students with their respective articles and/or other assignments needed for the completion of their school newspapers.

When combining the percentages of students who either "Strongly Agreed" or "Agreed" with the evaluation statements (Refer to Attachment F), the following results were obtained:

- Ninety-seven percent (97%) of the students indicated that they understood the presenters, thought the workshop schedule provided enough time to learn about the topics presented and believed that the overall workshop was a good learning experience.
- Ninety-four (94%) of the students indicated that they enjoyed the group discussion, believed that the training facility was a suitable learning environment and that they would be able to use the skills that they learned.
- Eighty-eight percent (88%) of the students indicated they learned something new.
- Eighty-seven percent (87%) of the students indicated the handout materials were helpful.

Session VII: Saturday, December 3, 1994

During the seventh week session of the PD Workshop, students learned about newspaper production, reviewed their advertisements for their respective newspapers, and received an overview of the Circulation Department and subscriber services.

When combining the percentages of students who either "Strongly Agreed" or "Agreed" with the evaluation statements (Refer to Attachment G), the following results were obtained:

- One hundred percent (100%) of the students indicated that they would be able to use the skills that they learned.
- Ninety-Six percent (96%) of the students indicated that the training facility was a suitable learning environment and that the overall workshop was a good learning experience.
- Eighty-five percent (85%) of the students indicated that they understood the presenters.
- Seventy-seven percent (77%) of the students indicated that the handout materials were helpful.
- Sixty-nine percent (69%) of the students indicated that they enjoyed the group discussion.

Session VIII: Saturday, December 10, 1994

During the eighth week session of the PD Workshop, students learned about various techniques that the employees in the Circulation Department utilize in an effort to obtain new subscribers. Students learned about empowerment, the three G's to get you going -- goals, game plan and gauges. Students were shown a video titled, "The Great Harvest Contest," which showed actual PD employees from the Circulation Department in a short skit designed to use as a sales and marketing initiative.

The Newspaper in Education (NIE) Department also presented. The purpose of this department is: 1) to offer educational support, 2) to develop future newspaper readers, 3) to increase

literacy, 4) to develop an informed citizenry, and 5) to teach the importance of freedom of the press. Students were engaged in two activities: newspaper bingo and tongue twisters.

Students voted on a name for their newspaper -- it was titled "The Siren." This title will be used on all future newspapers produced by students who participate in the PD Workshop. The newspaper title will remain the same with the various editions depicting the name of the school(s). The session concluded with a brief overview and mini homework assignment on Human Resources.

When combining the percentages of students who either "Strongly Agreed" or "Agreed" with the evaluation statements (Refer to Attachment H), the following results were obtained:

- One hundred percent (100%) of the students indicated that they learned something new, understood the presenters, thought the handout materials were helpful, enjoyed the group discussion, thought the workshop schedule provided enough time to learn about the topics presented, thought the training facility was a suitable learning environment, and thought that the overall workshop was a good learning experience.

- Ninety-seven percent (97%) of the students indicated that they would be able to use the skills that they learned.

Session IX: Saturday, December 17, 1994

During the ninth week session of the PD Workshop, students learned about Marketing Research, Human Resources, Accounting and toured the PD Information Systems Offices (the PC Conference and Training Rooms, the Programming Area and Computer Operations).

When combining the percentages of students who either "Strongly Agreed" or "Agreed" with the evaluation statements (Refer to Attachment I), the following results were obtained:

- One hundred percent (100%) of the students indicated that they learned something new and thought the handout materials were helpful.
- Ninety-eight percent (98%) of the students indicated that they understood the presenters and thought that the overall workshop was a good learning experience.
- Ninety-seven percent (97%) of the students indicated that they enjoyed the group discussion, thought the training facility was a suitable learning environment, and believed that they would be able to use the skills they learned.
- Ninety-two percent (92%) of the students indicated that they thought the workshop schedule provided enough time to learn about the topics presented.

Graduation Ceremony: Saturday, February 11, 1995

The graduation ceremony was held on Saturday, February 11, 1995, at the Eastern Campus of the Cuyahoga Community College. The evening began with food, beverages and desserts. The graduation ceremony consisted of several brief remarks from Mr. Thomas Greer and Mr. Jerry Hoegner of the PD, Dr. Livesteen Carter, Principal of JFK High School and Mr. Bobby McDowell, Principal of WT High School. The keynote address was given by Mr. Alex Machaskee, President of the PD. Refer to Attachments J-J1. On Friday, March 10, 1995, the PD featured a full-page newspaper spread which included a picture of all participating students. Refer to Attachments K-K1.

VI. Additional Findings

In addition to the evaluation questionnaire that students completed at the conclusion of each workshop session, a final evaluation questionnaire was distributed to students and staff (Refer to Attachments L-M). A summary of the overall workshop evaluation findings for the project showed positive results. When combining the percentages of the students who either "Strongly Agreed" or "Agreed" with the evaluation statements (Refer to Attachment L), the following results were indicated:

- One hundred percent (100%) of the students indicated that they understood the presenters.
- Ninety-seven percent (97%) of the students indicated that they thought the handout materials were helpful, enjoyed the tour of the PD Production and Distribution Center, believed that they would be able to use the skills they learned, believed that the presenters listened and responded to their questions and concerns, believed the PD Workshop was a good learning experience and would recommend that this project be continued so that other students could have an opportunity to learn about the newspaper business.
- Ninety-four percent (94%) of the students indicated that they learned something about Cost Accounting, Editorial, Production and Circulation.
- Ninety-one percent (91%) of the students indicated that they learned something about Human Resources and Marketing, learned additional information during group discussions and believed that the training facilities provided a suitable learning environment.
- Eighty-eight percent (88%) of the students indicated that they learned something about Information Systems, and believed that the workshop schedule provided enough time to learn about the topics presented.
- Eighty-seven percent (87%) of the students indicated that they learned something about Advertising.

- Eighty-four percent (84%) of the students indicated that they enjoyed producing The Siren newspaper.

- Eighty-one percent (81%) of the students indicated that they would read the PD on a regular basis.

- Sixty-six percent (66%) of the students indicated that they might seriously consider working in the newspaper business.

Students were asked to respond to three optional questions on the survey if they chose to do so. The following comments were made by students:

1. How could the sessions have been improved?

. Fewer people there in order to prevent distractions.
. More food.
. More hands-on activities.
. More variety of foods. More activities to go along with the presentations.
. More recognition of all the participants.
. Equal opportunities for each school to choose what goes into what section of the newspaper.
. More space should be provided for the students. Those in different levels should have a separate class instead of learning the same thing every year.
. The sessions could have been improved by having the speakers include more interaction from the students.
. The sessions were great the way they were.
. We needed more time to get information from some presenters and it would have helped to pass out background information for the succeeding week to save time on history and spend more time on skill production.
. We could have had more time to spend on group sessions.
. More field trips to different places.
. If the lessons were longer.
. The presentations should have been more concise and presented in a way that we could have understood better.
. There should have been more hands-on experiences. I would rather have learned about journalism skills than the different Plain Dealer departments.
. They were fine.
. We needed more room with space to be comfortable at every meeting.
. Different locations each week.
. Less boring speeches.
. We sat too long, we need to move around more.
. It doesn't need to be improved.

2. What's the most important thing you learned?

- All about newspapers
- I learned about journalism.
- How to distribute a newspaper.
- How to make a newspaper.
- How to work together.
- How the newspaper is printed.
- Everything was important in its own unique way.
- The most important thing that I learned was how to get things organized to produce a paper.
- Everything.
- I learned that there is a lot more to newspaper production than just simple delivery. I now have more appreciation for the trade.
- I learned a lot of important things from this workshop, but the most important thing would have to be the realization that there is more to putting a newspaper together than just folding it.
- How to edit a paper and newspaper circulation.
- The making of the newspaper.
- I learned about the hard work and cooperation needed to produce a newspaper and that it is not as easy as it looks.
- I learned how the newspaper business is run.
- The most important thing I learned is that unfortunately, some journalists are not always honest and professional.
- How to put a newspaper together.
- There are many different sections of the paper and they are basically linked to one another.
- I learned everything about working on a newspaper; how to advertise and the process used to produce a newspaper.
- Everything, especially how the Plain Dealer Newspaper is produced.
- A little of everything.
- All about newspapers, it was all educational.

3. Suggestions for future Plan Dealer High School Newspaper Workshop Projects:

- It's more suitable when there's only one school (too crowded).
- Don't put two schools together.
- More consideration for the school that made it possible to add another school to the workshop.
- To make the paper the way we want to.
- None. Everything was pretty spiffy.
- Have people occupied.
- More activities.

3. Suggestions for future Plan Dealer High School Newspaper Workshop Projects: (Cont'd.)

- Give credit to teachers and active students equally, either certificates, awards as well as verbal praises.
- Be more energetic and shorter more precise presentations.
- The Plain Dealer High School Newspaper Workshop should include other schools or have a program two times a year.
- Keep JFK, WT and add another high school or intermediate school.
- Use back-up files so that stories don't get lost in the computer.
- I just think we should have more time.
- That there would be a scholarship for top grade students.
- It should generally stay the same.
- We didn't produce the Siren. You did. We should have been involved in every aspect of our paper.
- A different timing and also my story was not printed out. Take time when printing a story.
- Be allowed to write real stories with reporters; not just school stuff.
- Change the food menu every Saturday.
- Have more schools and make it at a more convenient time.
- Play games.
- Put all the students' work in the Siren.
- Field trips.

4. Additional Comments:

- Things were better with one school; you could get more recognition.
- There were too many people. Have two newspapers from the different schools. The newspaper didn't have enough of JFK students names in the paper, and it didn't list all of the JFK editors.
- I feel that the Siren was truly unfair to the Kennedy students. Most of the topics that the students wrote were not in the paper. We were told that there would be separate papers which there were not, they instead combined them.
- Well I'm not pleased about the paper overall, but I still think it was a good experience. Thank-you see you next year.
- The overall experience was good, but the Siren (JFK edition) could have had more about JFK. It had more about WT than JFK. Thanks for the experience.
- Please make sure that all of the participants are recognized.

4. Additional Comments: (Cont'd.)

- I was very disturbed about how my fellow students feel about their work, dedication and achievements, along with WT taking the scene. We could have shared the achievements. The name is fine but it should have been a combination of both. I'm very disappointed with the outcome. I would still send someone to a workshop.
- This program was great.
- I wish we had more trips to the new facility.
- Saturday mornings are a bad time to hold these workshops. Many seniors take college board tests or work on Saturday mornings. Also, student leaders should have been chosen according to experience. I want to be a journalist but was barely involved in certain workshops because the first person to raise his/her hand was chosen. Also, awards were given to students who didn't even participate in the workshop but were merely quoted for a story. How is this fair to those of us who made sacrifices to be at the workshops every week? I would however, like to say thank-you to the Plain Dealer for being so generous; we're not used to such treatment.
- I didn't appreciate that I worked on a story and my story, my picture or my name wasn't anywhere in the Siren. You should be more considerate next time.
- I didn't appreciate that my name was misspelled on the plaque.
- The Plain Dealer Workshop was a very interesting program. I enjoyed the work. Why wasn't some of the work some students completed not put in the paper?
- Thank-you, I enjoyed it.

This year, participating staff members were given an optional evaluation survey to complete if they chose to do so. When combining the percentages of the staff who either "Strongly Agreed" or "Agreed" with the evaluation statements (Refer to Attachment M), the following results were indicated:

- One hundred percent (100%) of the staff indicated that the PD facilitators were well prepared and their presentations were educational and interesting, the students were interested and actively participated in the workshop sessions, the workshop provided an experience for students that enhanced their educational development and that they would recommend that this workshop be continued.

- Ninety-five percent (95%) of the staff indicated that the materials, supplies and handouts were relevant, useful and beneficial for the students.

- Ninety-four percent (94%) of the staff indicated that the training facility provided a suitable learning environment.

- Ninety percent (90%) of the staff indicated that the PD workshop schedule (day and time) was convenient for students and staff.

- Eighty-four percent (84%) of the staff indicated that the class sizes were suitable for individual student assistance as needed.

Three additional statements/questions were asked of staff members on the survey and the following comments were made:

1. Please list what you consider to be the strengths of the PD workshop.

   - Interaction with professionals at PD. The overall environment and the fact that students learned by doing the actual task of producing a newspaper.
   - Role models, hands-on experiences and authentic learning.
   - Information provided in the workshop was applicable and easily understood.
   - A better understanding of what it takes to run a business, a learning experience and an opportunity for students to make themselves known.
   - Bringing professionals together with urban school children and teaching students about the world of journalism.
   - Give students a realistic look at the newspaper business and its component parts.
   - It's a great program overall.
   - Staff involvement and participation are great.
   - The participation of the various divisions within the papers. The opportunity given the students to interact with each other and their instructors.
   - Helps the students better understand the business community. Introduces the students to career opportunities. Helps students and journalists. Permits industry professionals to give back to community. Helps students develop their own creativity.

1. Please list what you consider to be the strengths of the PD workshop. (Cont'd.)

   . Students gained hands-on experience in producing a newspaper. Students were exposed to multiple aspects of newspaper production. All adult participants were knowledgeable, enthusiastic, patient and encouraging. PD seemed genuinely concerned about assessing student feedback and adjusting the program to meet student needs. Student recognition ceremony was a marvelous "final touch!"
   . Commitment from PD staff and school staff.
   . PD involvement.

2. Please list what areas of improvement might be considered in an effort to enhance the PD Workshop.

   . Excellent job already!
   . Expanded working space.
   . Timing and planning between individuals involved in the sessions.
   . More time to business presentations (Systems, Marketing, Finance and Human Resources).
   . A better day or shorter hours -- 9 Saturdays are a killer.
   . Even though we increased the amount of hands-on time, we need to do even more next year.
   . Give more time to the smaller divisions e.g., Accounting, Information Systems.
   . Workshop targeted mainly composition and production of newspaper, more time could be spent on financial business of running newspaper, and other areas.
   . Facility not large enough. Need smaller classes and shorter hours. To reconvene after lunch didn't work very well -- the attention span diminishes after awhile.
   . Provide more hands-on experiences for the students. Provide the means for students to attend all the sessions.
   . Newswriting/editorial portion of the program should be expanded. Instructors need to realize that most of these students have no journalistic writing exposure and need greater preparation before being assigned articles for their student newspaper. Areas needing focus might include: planning balanced coverage, how to conduct an interview, news leads, inverted pyramid style, editing. Too many of the stories by student writers had to be almost totally reworded by PD staffers. Perhaps students would have done a better job if they'd been better prepared.
   . Meeting twice a month.

3. What recommendations (if any) would you suggest?

- None presently.
- Expand program throughout CPS, improved quality (materials of Siren and individualized papers)to reflect each school.
- Smaller groups (20 to 30).
- Consider adding 2 weeks to schedule. Classroom situation is not good -- need to determine if we could take over our cafeteria in addition to conference dining room. Perhaps classes could be held in cafeteria by putting up movable wall units.
- We should start on time every session. Rather than spend the first session doing introductions all day, do brief introductions at the Orientation breakfast and begin actual workshop the next session.
- To expand the size of the group would be too much. If more are to be included have two groups.
- Find out what the students' interests are and plan activities targeted at those areas.
- Limited numbers of students per class (not to exceed 25). We need a larger facility. I don't think we can handle anymore than 2 schools at a time.
- Start sessions punctually. The fist few sessions were delayed to accommodate stragglers. This gave some students the impression that tardiness was condoned and even acceptable, causing more kids to show up late. Figure out a way to avoid conflict with S.A.T. and A.C.T. testing dates. Do not accept students applicants who have jobs that may conflict with workshop sessions. At least 25% of the plaques and certificates had the students' names misspelled. Students' names submitted by West Tech were verified for accuracy but incorrectly transcribed by the CBOE and PD. I felt bad to see the waste of money on plaques whose value to the kids is diminished by this occurrence. Anyone at WT would have been glad to verify the spelling at the concluding workshops.
- Remain with the same schools.
- Plaques for the teachers who gave up their time to attend those sessions. Have the graduation at a more centrally located facility, e.g., CCC-Metro or Cleveland State University.

VII. Budget

The Plain Dealer contributed more than $18,000 for the successful implementation of the newspaper workshop program. It should be noted that this figure does not include the in-kind contributions of both the PD and CPS staff members who volunteered their time, energy and efforts to the program.

The estimated per pupil cost for the 44 students who participated in the program was approximately $430. The itemization of expenses is located in Table 3 below.

TABLE 3

Plain Dealer High School Newspaper Workshop Expenditures

Graduation Day (estimate)	$5000.00
Saturday Refreshments	4262.01
Plaques	4041.39
Orientation Day	3984.00
Bus Service	846.00
Print "The Siren"	613.73
Supplies	150.00
TOTAL	**$18,897.13**

VIII. Discussion

Overall results of the second year of the PD Newspaper Workshop program were positive.

Some concerns expressed by both groups dealt with the expansion of the training facility, student eligibility and scheduling. One of the observations regarding the training facility was that it was too small to accommodate 44 students. Student eligibility concerns centered around student commitment to attend all sessions, punctuality versus tardiness, and student employment conflicts. Scheduling of program concerns centered around the day/time of program offering and conflicts with college board examinations.

Although comments for program improvements were made, most comments were positive and findings indicated that both participating students and staff enjoyed the learning experience. Ninety-seven (97%) of the students and one hundred (100%) of the staff recommended that the program be continued.

IX. Conclusion

The Plain Dealer High School Newspaper Workshop has for the second year provided a wonderful opportunity for students to learn about the business aspects of the newspaper industry. This program helped to empower students by offering them a chance to use the skills they learned to create and produce a newspaper. The program also helped to formulate and establish a positive working relationships among the private/public sectors and

between schools. This program validates how much more effective we are when we join forces and work together as a team towards a common goal.

X. Recommendations

1. Carefully review and consider suggestions made by the students and staff in their final evaluation comments.

2. Consider having two programs. Program I would be for students interested in participating in the program for a maximum of 9 sessions. Program II would be for students interested in a more comprehensive program. The comprehensive program would begin in the 9th grade and conclude in the 12th grade. The comprehensive program would be in-depth and include a minimum of 9 sessions during each of the 9th, 10th, 11th and 12th grades. Program II would progress through four levels, such as: awareness, knowledge, skills and mastery.

3. Consider the possibility of making the program part of a course for credit. This would require rewriting the present Comprehensive Language Arts Course of Study. The Task Force Workshop leaders of the PD working in conjunction with representatives from the General Education Division and representatives from the corresponding school staff, could work together to modify the curriculum.

4. Consider the possibility of having students who have graduated from the program work as assistants to help facilitate the learning process for students in future programs. These students could work as volunteers and/or receive a small stipend as assistants to the PD facilitators.

ATTACHMENT A

The Plain Dealer Production and Distribution Center Will Open in Early 1994, Featuring the Latest Technology in Printing, Paper Handling, Packaging, and Distribution Systems. Here Is Some Background About the Facility and How It Will Operate.

The Center Will Be...

AS BIG AS PUBLIC SQUARE. With 10 acres under roof, the facility has a "footprint" about the size of Public Square. The entire property consists of 84 acres.

LONGER THAN A FOOTBALL FIELD. The 70-foot-high press hall in the center of the facility is more than 100 yards long.

HOME TO 400 PRODUCTION AND DISTRIBUTION EMPLOYEES. About 1,100 Plain Dealer employees will remain at 1801 Superior Avenue in downtown Cleveland.

THE PLACE FOR NEWSPRINT. The newsprint warehouse will accommodate seven railroad cars and a 28-day supply of newsprint – more than 6,000 tons.

HIGHLY AUTOMATED. In the mailroom, for example, automated inserters will "customize" each copy of The Plain Dealer with advertising inserts.

A HEAVY UNDERTAKING. The center is made of 25,000 cubic yards of concrete and 6,500 tons of steel and will have about 150 miles of electric cables and wires and 50 miles of pipes.

A POWERHOUSE. The electrical loads required by the center are sufficient to supply 10,000 residences – about the size of the city of Solon.

A MAJOR INVESTMENT. The center will cost approximately $200 million, including real estate, construction, and equipment.

Here Is How It Will Operate...

COMPUTERIZED PAGES will be transmitted via fiber-optic lines from 1801 Superior to the center, where negatives and press plates will be prepared.

AUTOMATIC GUIDED VEHICLES will move 2,800-pound rolls of newsprint and load them onto the presses. The Plain Dealer will be one of the few newspapers in the country with fully automated handling of newsprint.

FOUR GOSS COLORLINER PRESSES can each print The Plain Dealer at a rate of up to 70,000 copies per hour. At peak capacity, that is nearly 20 copies per second on each press. Each press weighs 1,100 tons.

EACH COPY OF THE NEWSPAPER will be individually grabbed by "mechanical fingers" as it comes off the press and directed to the mailroom. A separate conveyor will take spoiled copies to a waste area to be shredded and bailed for recycling.

AUTOMATED CARTS will move bundles of newspapers from the mailroom to a "queuing" area to await placement on trucks.

Here Are The Benefits...

A BETTER PRODUCT FOR READERS AND ADVERTISERS. The center will enable The Plain Dealer to make extensive use of color. It will also help provide more late-breaking news and sports coverage, better fidelity in the reproduction of photos and graphics, and more flexibility in the placement of ads.

A BOOST FOR THE ECONOMY. By the time the center is completed, about 1,500 construction workers will have been involved in the project.

A GREENER ENVIRONMENT. Before construction began, nearly 50 specimens of trees were relocated to an irrigated "tree farm" on the property. The trees will be replanted on the grounds, and the site will be landscaped with native prairie grasses.

A CLEANER NEIGHBORHOOD. In the earliest (and messiest) stages of construction, a tire-washing center was installed on the property to all but eliminate dirt and mud from being tracked onto roadways by construction vehicles. About 200,000 cubic yards of earth were moved to make way for the center.

Photographs Courtesy of: Mr. Mark Alexander, Teacher
MLK High School

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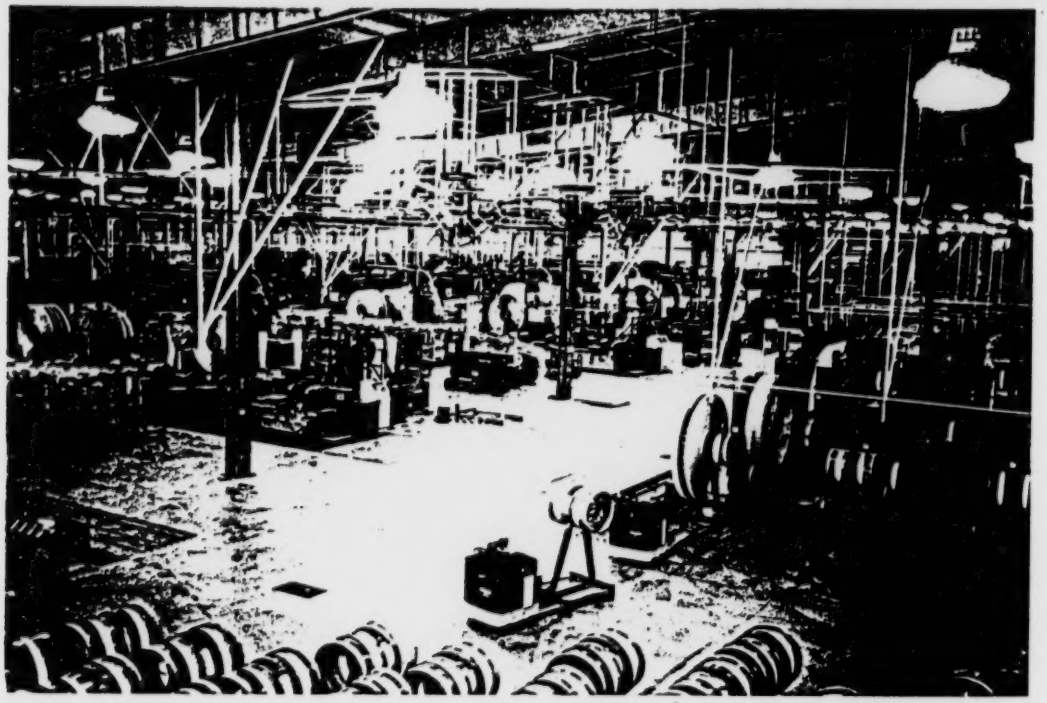

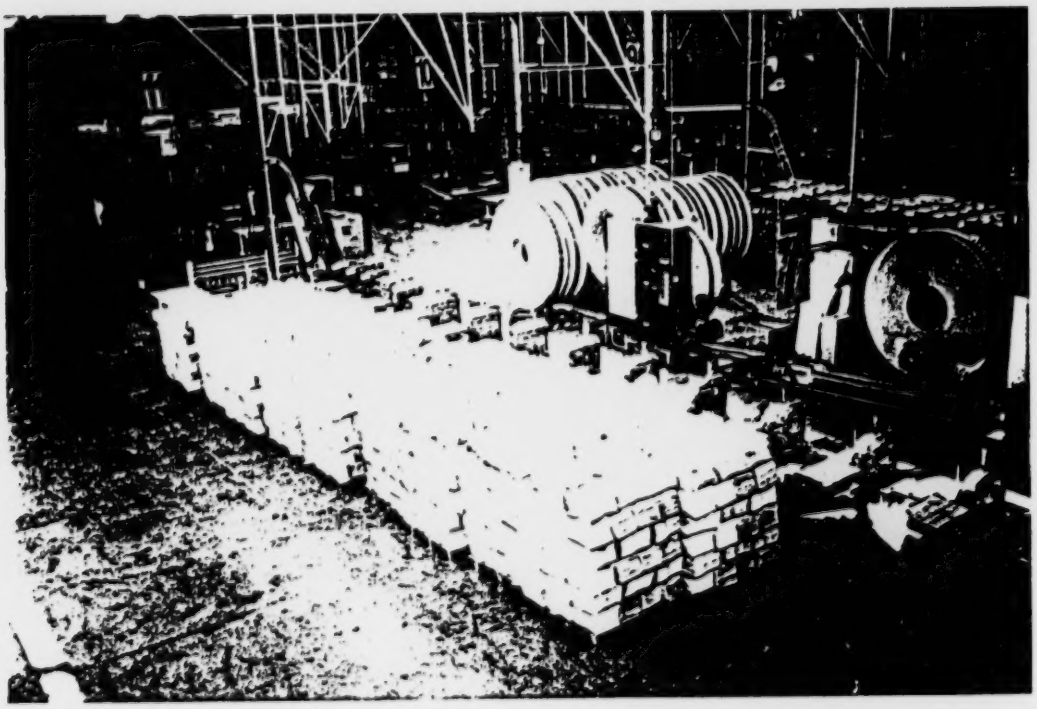

Photographs Courtesy of: Mr. Mark Alexander, Teacher
MLK High School

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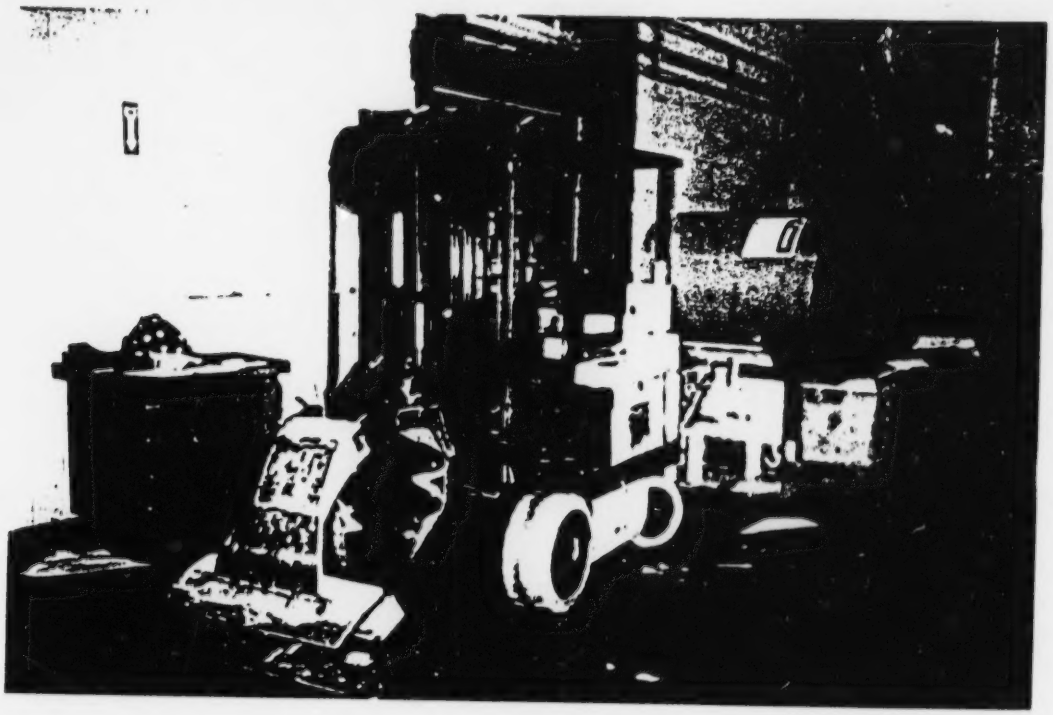

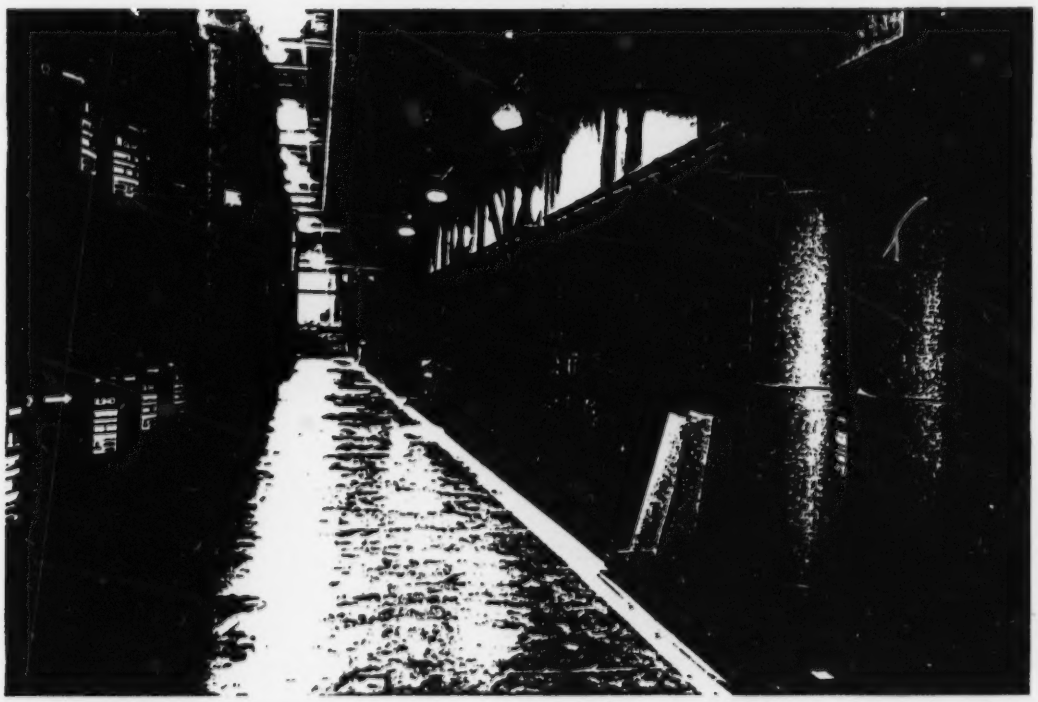

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MLK High School

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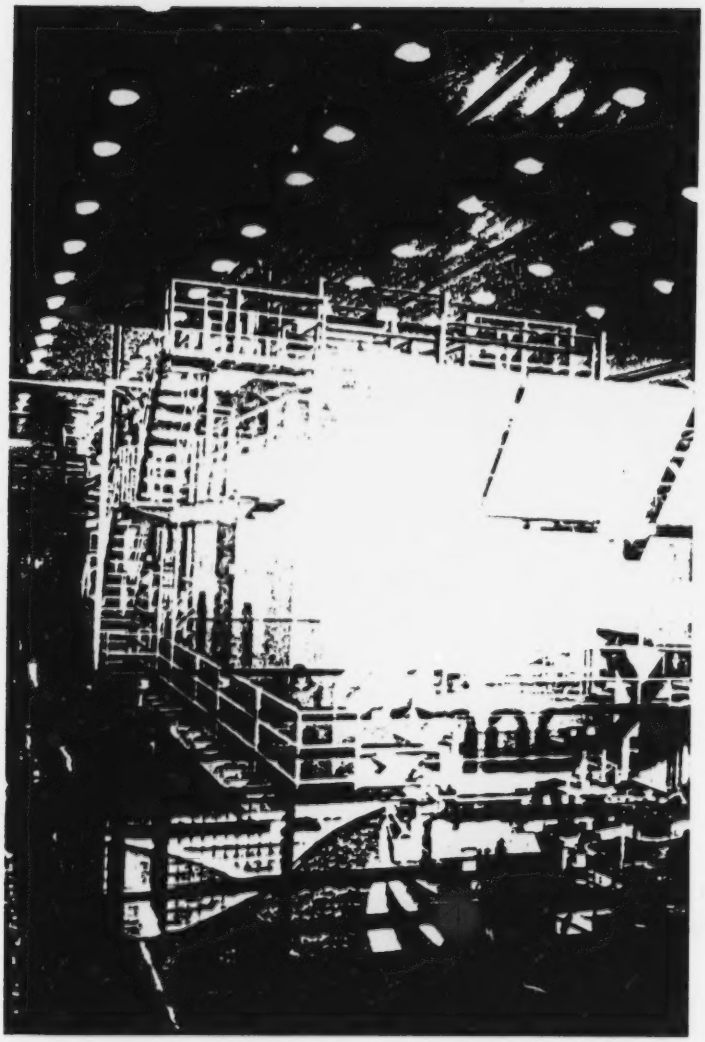

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MLK High School

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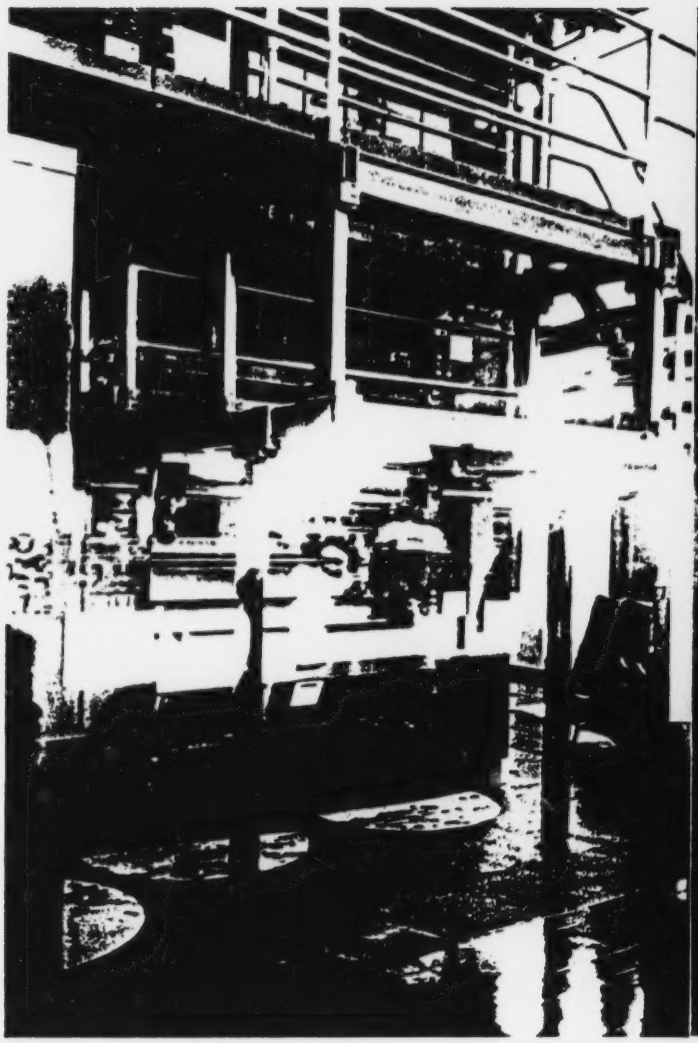

Photographs Courtesy of: Mr. Mark Alexander, Teacher
MLK High School

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ATTACHMENT B

The Plain Dealer High School Newspaper Workshop
Saturday, October 22, 1994
Evaluation Results

Codes:

SA = Strongly Agree
A = Agree
D = Disagree
SD = Strongly Disagree

Students: N=35
WT Tutor: N=01

1. I learned something new today.

SA	A	D	SD
19(53%)	17(47%)	0(0%)	0(0%)

2. I understood the presenter(s).

SA	A	D	SD
17(47%)	17(47%)	0(0%)	0(0%)

3. I think the handouts materials were helpful.

SA	A	D	SD
16(44%)	19(53%)	1(3%)	0(0%)

4. I enjoyed the group discussion.

SA	A	D	SD
11(32%)	23(64%)	2(6%)	0(0%)

5. I think the workshop schedule provided me enough time to learn about the topic(s) presented.

SA	A	D	SD
18(50%)	17(47%)	1(3%)	0(0%)

6. The training facility was a suitable learning environment.

SA	A	D	SD
16(44%)	18(50%)	2(6%)	0(0%)

7. I think I will be able to use the skills I learned today.

SA	A	D	SD
18(50%)	16(44%)	2(6%)	0(0%)

8. The overall workshop was a good learning experience.

SA	A	D	SD
26(72%)	10(28%)	0(0%)	0(0%)

Comments:

1. **How could the session have been improved?**

- Discuss more about the newspaper.
- I think the session could have been improved by making the presentations short and brief.
- Less talking.
- Split the class into groups.
- It was fine but it could have been a little longer.
- More time.
- With the introduction of a new school, I feel that more activities should have been provided to allow the students to get to know each other.
- There isn't anything that needs improvement except -- could we have a place to put our coats?
- I don't know this is my first time here.
- Have less eating time and more work done.
- More jokes and fun.
- Working instead of talking.
- By giving more examples and definitions.
- The speakers should speak louder.
- The session was great but the introductions could have been shorter.
- I think the students should get some kind of hands-on training in each of the departments.
- This session needed no improvement.
- Not a thing.
- In no way -- everything was great!
- Shorter talks.
- It was fine the way it was.

2. **What's the most important thing you learned today?**

- The most important thing I learned today is to know how information is going on in the world and in this country.
- I learned about advertising.
- That the workshop is a great opportunity and learning experience for me and hopefully for my future.
- That you can be anything that you want to be if you put your mind to it.
- What each person's job is and how they got to where they are today.
- About the production of the newspaper.
- The general overview of the PD departments was the most important thing I learned today.
- The most important thing I learned was that it takes a lot of teamwork and cooperation to produce a newspaper and without this an effective newspaper cannot be produced.

2. **What's the most important thing you learned today? (continued)**

- The most important thing I learned today is how to pay close attention.
- I learned that each employee has a certain role or job to do and combined they can complete a suitable paper.
- I learned that the newspaper business is a lot of things, not just reporting the news but delivery of them also.
- That everything has to be in order and put together.
- How people got started.
- I learned that unity and communication is one aspect that we should consider in achieving "success."
- How the advertising employee works.
- That we must all learn from our experience.
- How each department works with the other and how the Distribution department has a big part to play (although each department's part is big).
- How each of the departments work to make the Plain Dealer.
- All about the Plain Dealer Newspaper.
- How this workshop could give me a future in journalism.
- Everything!
- How to communicate to the new West Tech staff with the previous knowledge of the Plan Dealer Workshop.
- Everything is important!
- You don't have to go to college to work for the Plain Dealer.
- That it takes time to put the newspaper together.

3. **Suggestions for future workshops:**

- The future workshops will offer more new things to help us learn and work better.
- More time.
- None.
- Show us some typing skills.
- More time learning.
- More jokes so that it won't be so boring.
- Make it more exciting and fun.
- PD Workshop staff should provide an opportunity for students to talk to each of them.
- Less sitting and listening -- more moving and participating.
- Showing how the computers and other equipment are used. Showing the workers in action from each of the departments mentioned today -- in a tourlike condition.
- More interaction and better atmosphere.
- None -- it was great!

ATTACHMENT C

The Plain Dealer High School Newspaper Workshop
Saturday, October 29, 1994
Evaluation Results

Codes:

SA = Strongly Agree
A = Agree
D = Disagree
SD = Strongly Disagree

Students: N=34
*One person did not turn in a sheet.

1. I learned something new today.

SA	A	D	SD
26(79%)	6(18%)	1(3%)	0(0%)

2. I understood the presenter(s).

SA	A	D	SD
21(64%)	12(36%)	0(0%)	0(0%)

3. I think the handouts materials were helpful.

SA	A	D	SD
23(70%)	10(30%)	0(0%)	0(0%)

4. I enjoyed the group discussion.

SA	A	D	SD
23(70%)	10(30%)	0(0%)	0(0%)

5. I think the workshop schedule provided me enough time to learn about the topic(s) presented.

SA	A	D	SD
25(76%)	7(21%)	1(3%)	0(0%)

6. The training facility was a suitable learning environment.

SA	A	D	SD
20(61%)	13(39%)	0(0%)	0(0%)

7. I think I will be able to use the skills I learned today.

SA	A	D	SD
24(73%)	8(24%)	1(3%)	0(0%)

8. The overall workshop was a good learning experience.

SA	A	D	SD
26(79%)	7(21%)	0(0%)	0(0%)

Comments:

1. **How could the session have been improved?**
   - There is no improvement needed. Today was a perfect example of what the workshops should look like.
   - Less talking.
   - If the speakers could speak louder and clearer.
   - Please, less talk.
   - None.
   - It was good.
   - If they had told us before hand that we could not leave after lunch.
   - If was very fine.
   - I think everything was okay.
   - We could have done more group activities.
   - I don't think that there was anything wrong with the session.
   - I think it would have been helpful to give us more space and something to write on (like a desk).
   - I would like our tables back in the room so we could work and listen at the same time.
   - I don't think that it needed any improvement.
   - A larger facility to work with and more experienced instructors.
   - More time.
   - Turn down the air.
   - Turn heat down.
   - Air-conditioning
   - More hands-on experiences.
   - More excitement.
   - Central location -- like public square.
   - Have more room.
   - None, because it was nice.
   - It was just fine.

2. **What's the most important thing you learned today?**
   - How advertising is done, what the reader is looking for or interested in.
   - The most important thing I learned today was how advertising is produced from mind to paper to computer to news.
   - How ads are made on computers.
   - Computers are everywhere nowadays.
   - None.
   - Artwork for advertising.
   - The most important thing I learned today is advertising that I can understand.
   - The advertising part.
   - The most important thing I learned was about the ads.

2. **What's the most important thing you learned today? (continued)**
   - Everything.
   - I learned how articles and advertisements are put together.
   - I learned how to put an article together.
   - The most important thing I learned today was the elements of a good newspaper advertisement.
   - About the newspaper.
   - About the different city rates dealing with the newspapers.
   - How advertising is important to the daily newspaper.
   - How to work with the computers to create ads.
   - How you can draw on computers.
   - The most important thing I learned today was how to create and identify different forms of advertisements.
   - That it takes a team to get a job done.
   - How to advertise.
   - How to work with computers.
   - Writing an ad.
   - How to impart and present a good advertising ad.
   - How to set up an ad.
   - How to put an ad together.

3. **Suggestions for future workshops:**
   - One on one work with computer with lessons.
   - Make future workshops similar to today's.
   - Less talking and more hands-on stuff.
   - Should have a tour around the building.
   - None
   - Let us out earlier.
   - None, it was excellent.
   - Future workshops should be to the point (like today) and provide us with more hands-on experience.
   - More group activities.
   - Everything was perfect so I don't have any suggestions for future workshops.
   - We wish you would provide us with transportation to and from the facility.
   - We still haven't introduced ourselves, and we would like to get to know everyone from both schools.
   - Keep letting students express their ideas.
   - More options to work with to help us to learn more.
   - Exercise mentally and/or physically.
   - Bigger room.
   - More work hands-on during workshops, more room or tables for use to write on.
   - Have more space.
   - None because it was good.
   - None -- it was great!

ATTACHMENT D

The Plain Dealer High School Newspaper Workshop
Saturday, November 05, 1994
Evaluation Results

Codes:

SA = Strongly Agree
A = Agree
D = Disagree
SD = Strongly Disagree

Students: N=28

1. I learned something new today.

SA	A	D	SD
15(54%)	12(43%)	1(3%)	0(0%)

2. I understood the presenter(s).

SA	A	D	SD
14(50%)	12(43%)	2(7%)	0(0%)

3. I think the handouts materials were helpful.

SA	A	D	SD
16(57%)	12(43%)	0(0%)	0(0%)

4. I enjoyed the group discussion.

SA	A	D	SD
16(57%)	12(43%)	0(0%)	0(0%)

5. I think the workshop schedule provided me enough time to learn about the topic(s) presented.

SA	A	D	SD
15(54%)	11(39%)	2(7%)	0(0%)

6. The training facility was a suitable learning environment.

SA	A	D	SD
16(57%)	10(36%)	2(7%)	0(0%)

7. I think I will be able to use the skills I learned today.

SA	A	D	SD
19(68%)	9(23%)	0(0%)	0(0%)

8. The overall workshop was a good learning experience.

SA	A	D	SD
19(68%)	9(32%)	0(0%)	0(0%)

Comments:

1. **How could the session have been improved?**

   - It was basically okay.
   - None.
   - Discuss more ideas.
   - Perfect.
   - By doing everything before we eat so that after lunch we can go home.
   - More room so that we can work better.
   - Field trips like a reporter and report things like a professional.
   - A little more time.
   - Go somewhere else in the Plain Dealer's department.
   - We have more good ideas.
   - It needs no improvement.
   - It was a good session but the students should have paid more attention to the instructions.
   - Not so many diet pops and more variety of food.
   - No way.

2. **What's the most important thing you learned today?**

   - How to put an ad together.
   - Everything.
   - How to create articles.
   - How to measure the articles.
   - Know how to create and draw.
   - How to advertise.
   - I learned how to eat good.
   - Make friends of enemies.
   - I learned how to include your ideas in ads to get what you want.
   - How to put artwork into advertisements.
   - About other people's opinions.

3. **Suggestions for future workshops:**

   - Make the sessions less crowded.
   - None.
   - Everyone should become more serious.
   - Go somewhere else.
   - I want to learn some more.
   - Nothing.
   - Stay on schedule and be prompt.
   - Keep doing hands-on activities and less lecturing.
   - None come to mind, you're doing a great job!

ATTACHMENT E

The Plain Dealer High School Newspaper Workshop
Saturday, November 12, 1994
Evaluation Results

Codes:

SA = Strongly Agree
A = Agree
D = Disagree
SD = Strongly Disagree

Students: N=31

1. I learned something new today.

SA	A	D	SD
18(58%)	11(35%)	1(3%)	1(3%)

2. I understood the presenter(s).

SA	A	D	SD
15(48%)	15(48%)	1(3%)	0(0%)

3. I think the handouts materials were helpful.

SA	A	D	SD
12(39%)	15(48%)	4(13%)	0(0%)

4. I enjoyed the group discussion.

SA	A	D	SD
15(48%)	13(42%)	3(10%)	0(0%)

5. I think the workshop schedule provided me enough time to learn about the topic(s) presented.

SA	A	D	SD
14(45%)	16(52%)	1(3%)	0(0%)

6. The training facility was a suitable learning environment.

SA	A	D	SD
17(55%)	13(42%)	1(3%)	0(0%)

7. I think I will be able to use the skills I learned today.

SA	A	D	SD
17(55%)	12(39%)	2(6%)	0(0%)

8. The overall workshop was a good learning experience.

SA	A	D	SD
18(58%)	13(42%)	0(0%)	0(0%)

Comments:

1. **How could the session have been improved?**

   - I think everything is okay.
   - None.
   - More to do.
   - No way.
   - Leaders and editors should have been chosen after a consideration of other students.
   - Start on time.
   - Better organization.
   - I had no problems.
   - Longer.
   - More work.
   - Could have explained more.
   - You could have done the work for us.
   - Tell us what is available, then assign us.
   - They can let us take pictures.
   - Needs no improvement.
   - I feel it should be left they way it is. You're doing a great job!

2. **What's the most important thing you learned today?**

   - Everything.
   - How to make a news story.
   - I learned about editing responsibilities.
   - How to edit.
   - None.
   - How to use the PD library.
   - How to put your profile together.
   - The history of the Cleveland School of Science and Kennedy.
   - How to make a story out of an interview.
   - How to get a story together.
   - How to fill out a photograph request sheet.
   - A few things about editorial.
   - I learned about the editorial staff and what makes up the editorial department.

3. **Suggestions for future workshops:**

   - None.
   - Hold them later in the day.
   - Nothing, I appreciate your help.
   - Stick together.
   - Fine the way it is.
   - Give us pizza for lunch.
   - Be on time so that we can go home on time.
   - Keep up the good work.

ATTACHMENT F

The Plain Dealer High School Newspaper Workshop
Saturday, November 19, 1994
Evaluation Results

Codes:

SA = Strongly Agree
A = Agree
D = Disagree
SD = Strongly Disagree

Students: N=35

ONLY 31 STUDENTS ANSWERED QUESTIONS 3 AND 4.

1. I learned something new today.

SA	A	D	SD
20(57%)	11(31%)	3(9%)	1(3%)

2. I understood the presenter(s).

SA	A	D	SD
15(43%)	19(54%)	1(3%)	0(0%)

3. I think the handouts materials were helpful.

SA	A	D	SD
16(52%)	11(35%)	3(10%)	1(3%)

4. I enjoyed the group discussion.

SA	A	D	SD
17(55%)	12(39%)	1(3%)	1(3%)

5. I think the workshop schedule provided me enough time to learn about the topic(s) presented.

SA	A	D	SD
20(57%)	14(40%)	1(3%)	0(0%)

6. The training facility was a suitable learning environment.

SA	A	D	SD
20(57%)	13(37%)	2(6%)	0(0%)

7. I think I will be able to use the skills I learned today.

SA	A	D	SD
24(69%)	9(25%)	1(3%)	1(3%)

8. The overall workshop was a good learning experience.

SA	A	D	SD
20(57%)	14(40%)	1(3%)	0(0%)

Comments:

1. **How could the session have been improved?**

- It is fine the way it is.
- We can take another trip to the new PD building.
- If the computer system wouldn't go down.
- No suggestions come to mind.
- Have more food.
- Have pizza
- Nothing.
- Needs no improvement.
- There could have been a little more heat.
- To change the pop. I can't drink coke or pepsi. Other than that it's great!
- How to edit my final draft through the help of outside readers.
- Let us take some pictures.
- People should come on time.
- More information of what to do.
- By combining more ethnic groups in order to expand cultural diversity.
- There is no such improvement needed at this time.

2. **What's the most important thing you learned today?**

- Everything.
- How to edit an article.
- How the PD computers work. How to write a story for the paper.
- How pictures for a story are taken care of.
- How to make a paper.
- How to make a photo headlist.
- A story takes a lot to put together.
- How to start my profile.
- How to keep up (time management).
- I learned that some journalists are more honest than others.
- How to fill out the photograph sheet.
- How to use the computer.
- How to figure out the top story from the other stories.
- Creativity.
- I learned that you have to change your style in writing articles in order to achieve balance.

3. **Suggestions for future workshops:**

- Softer cookies.
- Serve cheesecake.
- Menu variety.
- None come to mind.
- More work.
- More pizza and make lessons shorter.
- Hopefully I won't have to wait next Saturday and I hope you have pizza.
- None.
- I was doing nothing for at least thirty minutes. You need to have someone make sure that everyone is occupied.
- Keep having the workshops for students.
- None, but thank you for helping us and allowing time from your busy schedules (editors from Sports, Marketing, Business, etc.)
- More time.
- Have some french fries.
- Change the lunch to something else and breakfast too; it's the same kind everytime.

ATTACHMENT G

The Plain Dealer High School Newspaper Workshop
Saturday, December 3, 1994
Evaluation Results

Codes:

SA = Strongly Agree
A = Agree
D = Disagree
SD = Strongly Disagree

Students: N=34
* = 26 students completed surveys
** = Not all students answered every question

1. I learned something new today.

SA	A	D	SD
14(54%)	12(46%)	0(0%)	0(0%)

2. I understood the presenter(s).

SA	A	D	SD
8(31%)	14(54%)	4(15%)	0(0%)

3. I think the handouts materials were helpful.

SA	A	D	SD
9(35%)	11(42%)	2(8%)	1(4%)

4. I enjoyed the group discussion.

SA	A	D	SD
8(31%)	10(38%)	4(15%)	2(8%)

5. I think the workshop schedule provided me enough time to learn about the topic(s) presented.

SA	A	D	SD
9(35%)	17(65%)	0(0%)	0(0%)

6. The training facility was a suitable learning environment.

SA	A	D	SD
14(54%)	11(42%)	1(4%)	0(0%)

7. I think I will be able to use the skills I learned today.

SA	A	D	SD
9(35%)	16(62%)	0(0%)	0(0%)

8. The overall workshop was a good learning experience.

SA	A	D	SD
12(46%)	13(50%)	1(4%)	0(0%)

Comments:

1. **How could the session have been improved?**

- The presenters were very unenthusiastic; they had no umph at all. One presenter didn't even know all his information. they need to be more excited.
- Make it fun.
- It was fine.
- No, the session could not have been improved.
- Less talking and more group activity.
- Don't have us sitting in those hard chairs so long.
- It doesn't need to be improved.
- No air conditioner.
- The presentations could have been much shorter.
- None.
- Make the workshop more fun.
- No suggestions come to mind.
- It was perfect.

2. **What's the most important thing you learned today?**

- Customer service importance.
- How to put the newspaper together.
- Everything.
- I learned the process in which a newspaper is printed.
- The brief discussion on independent distribution.
- Every part is just as important as the next.
- About paper and setup.
- Production.
- About the ink and paper. How long it takes to make a paper.
- How to distribute the newspaper and the process of the administration's part.
- Keeping up with the latest technology, to brighten and make easier for the year 2000 and on.
- The most important thing I learned was about the scanners and about processing.
- The basic part of business.
- How they make the newspaper.
- I learned that the Plain Dealer knows more about the people of Cleveland than I thought possible.
- Nothing.
- I learned everything they taught today.

3. **Suggestions for future workshops:**

- Be more excited.
- Don't make it boring.
- I hoped I could stay longer.
- No, I have no suggestion for future workshops.
- More group activities..
- Less listening, more participation. The material is important but constantly talking at us is not the way to present this. And no pizza!
- Keep the hot food.
- Don't stop the workshop. Keep it going on!
- Nothing, I know it's almost over -- I will miss everyone and will hat to see everyone go.
- Not as much diet pop. More prize giveaways.
- Less talking and more fun.
- None.
- No suggestion.

ATTACHMENT H

The Plain Dealer High School Newspaper Workshop
Saturday, December 10, 1994
Evaluation Results

Codes:

SA = Strongly Agree
A = Agree
D = Disagree
SD = Strongly Disagree

N=28 (This total includes 27 students plus 1 educational aide)

1. I learned something new today.

SA	A	D	SD
22(79%)	6(21%)	0(0%)	0(0%)

2. I understood the presenter(s).

SA	A	D	SD
23(82%)	5(18%)	0(0%)	0(0%)

3. I think the handouts materials were helpful.

SA	A	D	SD
22(79%)	6(21%)	0(0%)	0(0%)

4. I enjoyed the group discussion.

SA	A	D	SD
23(82%)	5(18%)	0(0%)	0(0%)

5. I think the workshop schedule provided me enough time to learn about the topic(s) presented.

SA	A	D	SD
20(71%)	8(29%)	0(0%)	0(0%)

6. The training facility was a suitable learning environment.

SA	A	D	SD
22(79%)	6(21%)	0(0%)	0(0%)

7. I think I will be able to use the skills I learned today.

SA	A	D	SD
22(79%)	5(18%)	1(3%)	0(0%)

8. The overall workshop was a good learning experience.

SA	A	D	SD
23(82%)	5(18%)	0(0%)	0(0%)

Comments:

1. **How could the session have been improved?**

- Nothing.
- Needs no improvement.
- Couldn't be better!
- Nothing better!
- The presentation was good, but because of my bad back I don't like having to sit for long periods of time.
- More fun and games with less talking.
- It was okay.
- It was alright
- More food.
- In no way possible---everything was great!

2. **What's the most important thing you learned today?**

- Customer services.
- Newspapers in Education.
- How the Circulation Department works.
- Everything---especially NIE!
- Learning about the Plain Dealer.
- I learned about being empowered.
- A lot!
- I learned that you have to be quick about answering a question in order to win a prize.
- It takes teamwork to accomplish great things. There is no "I" in teamwork.
- Everything mentioned.
- Information on independent distributorships.
- Customer Service is important in running and succeeding in a business.
- Education.
- The most important thing I learned was Customer Service and Circulation. All of the presentations were fun and full of energy.

3. **Suggestions for future workshops:**

- Nothing.
- Make next week's session the same as this week.
- Thanks for the pizza!
- Keep the activities and prizes.
- Pizza!
- Make sure that next year's workshops are this full of energy like the Circulation and the NIE presentations.
- Many more sessions and longer times.
- Don't change anything.

ATTACHMENT I

The Plain Dealer High School Newspaper Workshop
Saturday, December 17, 1994
Evaluation Results

Codes:

SA = Strongly Agree
A = Agree
D = Disagree
SD = Strongly Disagree

Students: N=41
* = 38 completed surveys returned. This total includes 37 students plus 1 Bilingual Tutor.
** = Only 37 persons replied to statement number 4.

1. I learned something new today.

SA	A	D	SD
31(82%)	7(18%)	0(0%)	0(0%)

2. I understood the presenter(s).

SA	A	D	SD
25(66%)	12(32%)	1(2%)	0(0%)

3. I think the handouts materials were helpful.

SA	A	D	SD
26(68%)	12(32%)	0(0%)	0(0%)

4. I enjoyed the group discussion.

SA	A	D	SD
26(70%)	10(27%)	1(3%)	0(0%)

5. I think the workshop schedule provided me enough time to learn about the topic(s) presented.

SA	A	D	SD
21(55%)	14(37%)	3(8%)	0(0%)

6. The training facility was a suitable learning environment.

SA	A	D	SD
21(55%)	16(42%)	0(0%)	1(2%)

7. I think I will be able to use the skills I learned today.

SA	A	D	SD
24(63%)	13(34%)	1(3%)	0(0%)

8. The overall workshop was a good learning experience.

SA	A	D	SD
28(74%)	9(24%)	0(0%)	1(2%)

Comments:

1. **How could the session have been improved?**

- Today was perfect. I loved the interaction, the speeches, the food ... I loved it. You really pulled it out at the end ... Way to Go!
- If I had more time to spend.
- It was perfect!
- More sessions (whole year).
- Needs no improvement.
- Nothing -- everything was on!
- It is so cold!
- No improvement needed.
- None.
- Just right.
- Students express more guidance and self control for others.
- It is fine the way it is, very informative.
- Could have been a little livelier and interesting.
- The session was as good as it could have gotten.
- Nothing could have been better!
- More activities!
- I see no way it could have been improved.
- Much better!

2. **What's the most important thing you learned today?**

- I learned thay you shouldn't let small minded people get you down. Everyone is capable of doing a job if you just believe in yourself.
- Many factors of information such as money, spending and others.
- About the computers.
- Everything.
- The roles of the departments dealing with Accounting, Computer Operations and Human Resources.
- The money.
- Jobs.
- How to do a resume.
- How to fill out an application.
- What the employers are looking for.
- I learned about the computer ROM.
- The programming presentations.
- About Accounting.
- The importance of money.

3. **Suggestions for future workshops:**

- Next year, invite Garrett A. Morgan Cleveland School of Science Seniors since its the last high school class of the school ever!
- I don't have any.
- Nothing.
- It would be good if you held these later in the day in the future due to college testing, etc.
- None.
- Do this again.
- Allow students to portray the roles of each department and to have the feeling of the workshop after each presentation.
- I would like to know if you will ever have any summer programs or jobs?
- Nothing, this one was perfect!
- More activities, less lectures.
- Keep up the good work!
- Mo' money!

1994
THE PLAIN DEALER'S
HIGH SCHOOL NEWSPAPER WORKSHOP

"Graduation Day"

SATURDAY, FEBRUARY 11, 1995
5:30 P.M.

ATTACHMENT J1

February 11, 1995
The Plain Dealer High School Newspaper Workshop
"Graduation Day"

PROGRAM

Opening ..... Thomas H. Greer

Invocation ..... Rev. Benjamin F. Gohlstin
Heritage Baptist Church

Welcome/Overview ..... Thomas H. Greer

Introductions ..... Thomas H. Greer

The Plain Dealer High School Workshop Task Force
Cleveland Board of Education Leaders
John F. Kennedy Workshop Leaders
West Technical Workshop Leaders

The Plain Dealer High School Newspaper Workshop ..... Jerry Hoegner

The View from John F. Kennedy High School ..... Dr. Livesteen Carter

The View from West Tech High School ..... Bobby McDowell

The Graduation Speaker ..... Alex Machaskee

Presentation of Graduation Plaques ..... Thomas H. Greer
Dr. Livesteen Carter
Bobby McDowell

Closing Comments

Benediction ..... Rev. Benjamin F. Gohlstin

ATTACHMENT K

John F. Kennedy High School

Antonio Adams

Willie Barton

Lanisha Bowen

Latisha Bowen

Marleen Caraballo

Sir Christian

Matthew Eshelman

Malisha Goggans

Brandi Hancock

Cynthia Harris

Dionna Jones

Michael Littlejohn

Mario Pennyman

George Polak

Atara Richard

Angel Santana

Arthur Scott

Tikia Shorter

Victoria Stepteau

The Plain Dealer Congratulates These High School Newspaper Workshop Graduates.

BEST COPY AVAILABLE

'he Plain Dealer congratulates them for their excellence.

ATTACHMENT K1

West Technical High School

Maurice Anderson

Julie Andnejkovic

Kelly Broderick

Kristelle Cole

Leslie DeJesus

Jeanetta Garcia

Sulay Giraldo

Ethel Hanna

Shaniece Hendrix

Michelle Jason

Mary Elizabeth Johnson

Yusra Kazmi

José Leon

Eugenio Llorada

Omayra Morales

Giao Nguyen

Hang Nguyen

Hong Nguyen

Ngan Som Nguyen

Thanh Nguyen

Thucha Nguyen

Kim Noeum

Shauna Reid

Tanisha Seldon

Top So

Dzung Son

Amy Tankersley

Iela Velasquez

Alexandria Vera

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THE PLAIN DEALER

News from around the world and around the corner.

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ATTACHMENT L

The Plain Dealer High School Newspaper Workshop

Final Evaluation Results
John F. Kennedy and West Technical High Schools

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree

Students: N=32

	SA	A	D	SD
1. I learned something new about the following areas of the newspaper business:				
· Cost Accounting	12(38%)	18(56%)	1(3%)	0(0%)
· Information Systems	12(38%)	16(50%)	3(9%)	0(0%)
· Editorial	17(53%)	13(41)	1(3%)	0(0%)
· Human Resources	13(41%)	16(50%)	2(6%)	0(0%)
· Advertising	17(53%)	11(34%)	1(3%)	0(0%)
· Production	18(56%)	12(38%)	1(3%)	0(0%)
· Marketing	15(47%)	14(44%)	2(6%)	0(0%)
· Circulation	16(50%)	14(44%)	0(0%)	1(3%)
2. I understood the presenter(s).	14(44%)	18(56%)	0(0%)	0(0%)
3. I think the handout materials were helpful.	17(53%)	14(44%)	1(3%)	0(0%)
4. I learned additional information during the group discussions.	16(50%)	13(41%)	3(9%)	0(0%)
5. I think the workshop schedule provided me enough time to learn about the topics presented.	16(50%)	12(38%)	4(13%)	0(0%)
6. The training facilities used helped to provide suitable learning environments.	17(53%)	12(38%)	2(6%)	0(0%)
7. I enjoyed the tour of the Plain Dealer Production and Distribution Center.	25(78%)	6(19%)	1(3%)	0(0%)
8. I will read the Plain Dealer newspaper on a regular basis.	11(34%)	15(47%)	5(16%)	1(3%)
9. I think I will be able to use the skills I learned.	12(38%)	19(59%)	1(3%)	0(0%)

Final Evaluation Results
Page 2

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree

		SA	A	D	SD
10.	I might seriously consider working in the newspaper business.	7(22%)	14(44%)	11(34%)	0(0%)
11.	I enjoyed producing The Siren newspaper.	16(50%)	11(34%)	3(9%)	1(3%)
12.	I feel that the presenters listened and responded to my questions and concerns.	14(44%)	17(53%)	1(3%)	0(0%)
13.	The overall Plain Dealer High School Workshop was a good learning experience.	21(66%)	10(31%)	1(3%)	0(0%)
14.	I would recommend that the Plain Dealer High School Newspaper Workshop Project be continued so that other students may have an opportunity to learn about the newspaper business.	20(63%)	11(34%)	1(3%)	0(0%)

ATTACHMENT M

THE PLAIN DEALER WORKSHOP

Optional Staff Evaluation Survey

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree

Staff: N=19

	SA	A	D	SD
1. PD facilitators were well prepared and their topic presentations were educational and interesting.	15(79%)	4(21%)	0(0%)	0(0%)
2. The PD Workshop schedule (day and time) was convenient for students and staff.	11(58%)	6(32%)	2(11%)	0(0%)
3. Student participants were interested and actively participated in the PD Workshop sessions.	10(53%)	9(47%)	0(0%)	0(0%)
4. Materials, supplies and handouts were relevant, useful and beneficial for the student participants.	16(84%)	2(11%)	1(5%)	0(0%)
5. The PD Workshop provided an experience for students that enhanced their educational development.	15(79%)	4(21%)	0(0%)	0(0%)
6. The training facility provided was a suitable learning environment.	5(26%)	13(68%)	1(5%)	0(0%)
7. The class sizes were suitable for individual student assistance as needed.	5(26%)	11(58%)	3(16%)	0(0%)
8. I would recommend that the PD Workshop be continued so that other students may have an opportunity to learn about the newspaper industry.	17(89%)	2(11%)	0(0%)	0(0%)

ATTACHMENT N

The Plain Dealer High School Newspaper Workshop
West Technical High School Participating Students
(N=24)

Maurice Anderson
Kelly Broderick
Leslie DeJesus
Jeanette Garcia
Sulay Giraldo
Ethel Hanna
Shaniece Hendrix
Mary Johnson
Yusra Kazmi
Eugenio Llorada
Omayra Morales
Giao Nguyen
Hong Nguyen
Ngan Nguyen
Thanh Nguyen
Thanh Hang Nguyen
Kim Noeum
Shauna Reid
Tanisha Seldon
Top So
Dzung Son
Amy Tankersley
Irela Velasquez
Alexandra Vera

ATTACHMENT O

The Plain Dealer High School Newspaper Workshop
John F. Kennedy High School Participating Students
(N=20)

Antonio Adams
Willie Barton
La Nisha Bowen
La Tisha Bowen
Marleen Caraballo
Sir Christian
Matthew Eshelman
Terrence Glave
Malisha Goggans
Brandi Hancock
Cynthia Harris
Dionna Jones
Michael Littlejohn
Mario Pennyman
George Polak
Atara Richard
Angel Santana
Arthur Scott
Tikia Shorter
Victoria Stepteau

ATTACHMENT P

The Plain Dealer High School Newspaper Workshop
Participating CPS Staff
(N=18)

Cleveland Board of Education Workshop Leaders

Dr. Johnny Brown, Former Deputy Superintendent Education Programs
Dr. James Coleman, Former Assistant Superintendent Senior High Schools
Mrs. Mayethel White, Director of General Education
Ms. Sharon M. Leak, Supervisor Assessment and Accountability Services Division

John F. Kennedy High School Workshop Leaders

Dr. Livesteen E. Carter, Principal

Mr. Vernon Bell, OWE Coordinator
Ms. Cynthia Bovines, Principal Clerk
Mr. Hiram El-Bey, Television Technician
Mr. Leon Fisher, Coordinator of Television Production
Mrs. Anita Fitten, Senior Clerk
Ms. Margaret Johnson, Fine Arts Department Chairperson
Mr. James Mitchell, Chief of Security
Ms. Renee Smith, English Department Chairperson
Mrs. Beverly Wilson, Business Education Department Chairperson

West Technical High School Workshop Leaders

Mr. Bobby J. McDowell, Principal

Dr. Barbara Harris, Counselor
Mr. Toan Huynh, Tutor
Mrs. Gayle Turner, Teacher
Mrs. Idalia Vera, Parent

ATTACHMENT Q

The Plain Dealer High School Newspaper Workshop
Participating Workshop Task Force
(N=38)

Mr. Alex Machaskee, President
Mr. Thomas H. Greer, Vice-President/Senior Editor

Tony Adeshina
Luis Arce
Ed Bourn
Sharon Broussard
Bill Calaiacovo, Jr.
Herman Fields
Jack Gallucci
Winfred Hardin
Sabrina Hatten
Michele Hill
Jerry Hoegner
Alyson Jobling
Maxine Lynch
Judy Milanski
Karen Motley
Carol Pecek
Shirley Stineman
Bob Thein
Linda Wallingford

Plain Dealer Contributors

Curt Chandler
Dianna DeMint
Jonathan Gaw
John Gruner
Mary Ellen Huesken
Jane Kahoun
Rebecca Little
Patti McCubbin
Anjetta McQueen
Steve Means
Michelle Melendez
Douglas Montero
Dale Mosley
Dave Novak
Roberto Santiago
Roxanne Washington
Laura Yee